



EFFECT OF SOCIAL MATURITY ON ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS OF TUMKUR DISTRICT

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ABSTRACT

Creativity is a special type ability which is referred as divergent thinking. It is almost found in every individual. Creative children perform the task very well compared to others. This study is an attempt to investigate the influence of creativity on academic achievement of secondary school students N=600. The researcher has selected a stratified disproportionate random sampling from the population of south zone taluk of Tumkur district. T-test was employed to analyse the data. The test revealed that high creative students have higher academic achievement.

KEYWORDS: Creativity, Academic Achievement, Secondary School, Tumkur.

The surrounding environment exerts an influence on an individual every minute for quality education, the cry of the modern age is determined by the quality of schools and in turn schoolteachers. Individual personalities interms of physical and social maturity interact to produce a climate that can be significant both to the students and organization. This is reflected in the Achievement of the students, which refers to performance in any defined field of human ability, such as reading comprehension, presentation, organization, which depend on the instruction and training given as well as on the persons attitude, motivation and interest. Often they can be assessed by objective tests, through some types of achievement are more complex or qualitative rather than quantitative and must be evaluated by subjective judgments from teachers or experts. Thus academic achievement reflects what and how much knowledge is gained by a student in different subjects taught to him in the class and how he performed in tests. This might be influenced by his ability to know what to do and strive for it by following role models to reach the desired level of acceptable social behavior.

STATEMENT OF THE PROBLEM:

"Effect of Social Maturity on Academic Achievement in Social Science of IX Standard Students of Tumkur Educational District – South."

OBJECTIVES OF THE STUDY:

The present study was undertaken with the following objectives:-

1. To study the relationship between Social maturity and Academic achievement of IX standard students in social science.
2. To study the main effect of social maturity on Academic Achievement of IX standard students in social science.
3. To study the main effect of types of school on Academic Achievement of IX standard students in social science
4. To study the main effect of gender on Academic Achievement of IX standard students in Social Science
5. To find out the interaction effect of social maturity and moderator variables on Academic Achievement of IX standard students in social science.

SCOPE OF THE STUDY:

The scope of this research is to study the impact of major variables ie., social maturity, on the Academic Achievement of IX standard students. Even researcher has assessed the influence of other variables, such as types of schools, and gender on the Academic Achievement of IX standard students. For this researcher has collected the data by administering the following tools on the sample (600 IX standard students) selected from the population of Tumkur Educational District:

1. The self prepared validated achievement test in social science
2. Social maturity scale prepared by Dr.B.G.Sudha and Sathyanarayana.

REVIEW OF RELATED LITERATURE:

The reviews show that the Academic Achievement was related with many factors of the research undertaken by many researchers. The collected research reviews tells that their exists relationship between Academic Achievement with different factors such as social Maturity, Types of school and gender. A study conducted

by Asthana, Anju (1989) focus that there exists positive and significant relationship between Academic Achievement and Social Maturity. Asthana, Anju (1989), Arul Lawrence, A.S. & Rev.I.Jesudoss(2011), and Poonam Choudhary(2014) studies revealed that there exists significant difference in the social maturity of Girls and Boys. But there was mixed opinion about the influence of gender as well as types of school on the Academic Achievement. As the reviews revealed varied results, the researcher felt that there is a need to investigate the influence of social maturity, on the Academic Achievement and also considered the effect of some of the Moderator Variables such as gender and types of school on Academic Achievement in social science of 9th standard students of Tumkur Educational District- South. Even it was also understood from the reviews that there were not many studies which have attempted to examine the effect of these variables on the academic achievement of secondary school students in social science. Hence it was a deemed desire of the researcher to carry out the research work with academic achievement in social science as dependent variable of the study.

VARIABLES OF THE STUDY:

Academic Achievement is Social Science is the Dependent Variable, Social Maturity is the Independent Variable and Types of School & Gender are the Moderator Variables

CONCEPTUAL DEFINITIONS OF VARIABLES:

Dependent Variable:

Academic Achievement:

Good, "Academic Achievement is the knowledge attained or skills developed in the school subjects usually assessed by test scores or by marks assigned by teachers or by both".

Independent Variables:

Social Maturity:

Raj defines, "Social Maturity as the level of social skills and awareness that an individual has achieved relative to particular norms related to an age group. It is a measure of the development competence of an individual with regard to interpersonal relations, behavior, appropriateness, social problem solving and Judgment".

Moderator Variables:

Types of School: Types of school refers to the type of controlling authority of all the aspects of the school. This decides the norms for the school and facilities of the academic achievement. There are three different types of school, viz.

- a. Government schools
- b. Aided schools
- c. Un-aided schools

Gender: Gender is the division of people into two categories, "boys" and "girls" or 'men' and 'women' or in general 'male and female'. Through interaction with caretakers, socialization in childhood, Peer pressure in adolescence and gendered work and family roles women and men are socially constructed to be different in behavior, attitudes and emotions.

HYPOTHESES OF THE STUDY:

1. There is no significant relationship between Social Maturity and Academic

Achievement in social science of IX standard students of Tumkur Educational District – South.

- There is no significant difference in the Academic Achievement in social science of IX standard students of Tumkur Educational District – South with different levels of social maturity.
- There is no significant difference in the Academic Achievement in social science of IX standard students of different types of schools of Tumkur Educational District-south.
- There is no significant difference in the Academic Achievement of Boys and Girls in social science of IX standard students of Tumkur Educational District – South.
- There is no significant main and interaction effect of Social Maturity and types of school on Academic Achievement in social science of IX standard students of Tumkur Educational District – South
- There is no significant main and interaction effect of Social Maturity and Gender on Academic Achievement in social science of IX standard students of Tumkur Educational District – South
- There is no significant main and interaction effect of Types of school and Gender on Academic Achievement in social science of IX standard students of Tumkur Educational District – South.

POPULATION AND SAMPLE OF THE STUDY:

The IX standard students enrolled in different secondary schools of Tumkur Educational District South during the academic year 2015-16 constitutes the population of the study. Six hundred students from the entire population of IX standard students of 460 Secondary schools of Tumkur Educational District – South were selected as the sample.

The researcher has adopted Random Stratified Proportionate sampling technique to draw a sample of 600 students from 7939 student population of IX standard students of Tumkur Educational District – South.

STATISTICAL ANALYSIS:

The major analysis placed in as follows and categorized into three section to test the hypothesis formulated earlier.

- Correlation
- t-test
- Two-way analysis of variance (ANOVA)

CORRELATION:

Hypothesis 1.0: There is no significant relationship between Social Maturity and Academic Achievement in Social Science of IX standard students.

Table 1: Showing the relationship between Social Maturity and Academic Achievement in social science of IX standard students.

Variables	N	df.	Pearson's Correlation-r
Social Maturity	600	598	-.028 (NS)
Academic Achievement	600		

The obtained value of $r = -.028$ was less than the critical value of $r = .088$ at 0.5 level of significance. Hence the null hypothesis was accepted. This means that there exists no relationship between Social Maturity and Academic Achievement in Social Science of IX standard students.

t-Test:

Hypothesis 2.0: There is no significant difference in the Academic Achievement in Social Science of IX standard students of Tumkur Educational District – South with different levels of social maturity.

Table 2: Number, Mean, Standard deviation, df and t-value of Academic Achievement in Social Science of IX standard students with different levels of Social Maturity.

Social Maturity	Number	Mean	Standard deviation	df	t- value
High	147	20.24	7.395	440	.889 (NS)
Moderate	295	20.88	6.991		
Low	158	19.90	6.584	303	-.432 (NS)
High	147	20.24	7.395		
Low	158	19.90	6.584	451	-1.460 (NS)
Moderate	295	20.88	6.991		

In the above table, the obtained t-value was less than the critical value 1.97 at 0.05 level of significance for df 440, 303 & 451. It means that the obtained t-value was found to be not significant. Therefore, null hypothesis was accepted. It implies that there exists no significant difference in the Academic Achievement in social science of IX standard students with different levels of Social Maturity.

Hypothesis 3.0: There is no significant difference in the Academic Achievement in social science of IX standard students of different types of schools of Tumkur Educational District-south.

Table 3: Number, Mean, Standard deviation, df and t-value of Academic Achievement in social science of IX standard students studying in different types of Schools.

Types of School	Number	Mean	Standard deviation	df	t- value
Government	195	19.65	6.571	400	-1.371 (NS)
Aided	207	20.60	7.248		
Government	195	19.65	6.571	391	-2.156 (S*)
Unaided	198	21.14	7.070		
Aided	207	20.60	7.248	403	-.755 (NS)
Unaided	198	21.14	7.070		

In the above table, the obtained t-value is not significant for the Academic Achievement in social science of IX standard students of Government and Aided Schools & Aided and Unaided Schools at 0.05 level of significance for df 400 & 403. Therefore, null hypothesis was accepted. It implies that there exists no significant difference in the Academic Achievement in social science of IX standard students of Government and Aided Schools & Aided and Unaided Schools. But t-value is significant for the Academic Achievement in social science of IX standard students of Government and Unaided Schools at 0.05 level of significance for df 391. Therefore, null hypothesis was rejected and alternate hypothesis was accepted. It implies that there exists significant difference in the Academic Achievement in social science of IX standard students of Government and Unaided Schools.

Hypothesis 4.0: There is no significant difference in the Academic Achievement of Boys and Girls in social science of IX standard students of Tumkur Educational District-South.

Table 4: Number, Mean, Standard deviation, df and t-value of Academic Achievement of Boys and Girls in social science of IX standard students.

Gender	Number	Mean	Standard deviation	df	t- value
Boys	319	20.48	6.926	598	-.054 (NS)
Girls	281	20.45	7.074		

In the above table, the obtained t-value -.054 was less than the critical value 1.97 at 0.05 level of significance for df 598. It means that the obtained t-value was found to be not significant. Therefore, null hypothesis was accepted. It implies that there exists no significant difference in the Academic Achievement of Boys and Girls in social science of IX standard student.

ANOVA:

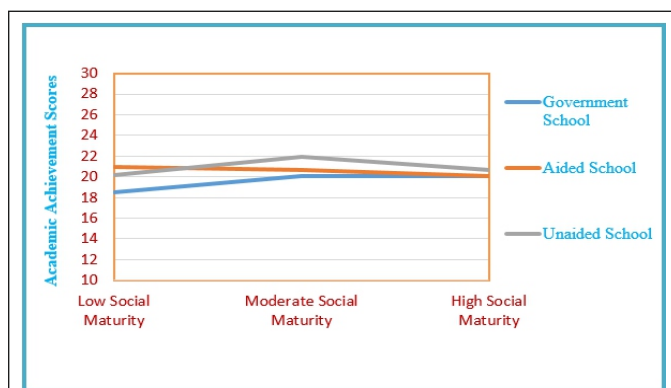
Hypothesis 5: There is no significant main and interaction effect of Social Maturity and types of school on Academic Achievement in social science of IX standard students of Tumkur Educational District – South.

Table 5: Represents the summary of ANOVA of academic achievement in social science of IX standard students with social maturity and types of school.

Source of variance	Sum of squares	df	Mean sum of squares	F-value
Social Maturity	110.904	2	55.452	1.137 (NS)
Types of School	175.425	2	87.713	1.799 (NS)
Social Maturity and Types of School.	126.778	4	31.695	.650 (NS)
Error	28813071	591	48.753	

Analysis of variance of Academic Achievement in social science of IX standard students with social maturity and types of school is indicated in the table 5.

The obtained F-value for the main effect of social maturity and main effect of types of school and even interaction effect of social maturity and types of school on academic achievement in social science was less than the critical value at 0.05 level of significance for the df 2/591, df 2/591 & df 4/591 respectively. Hence the null hypothesis was accepted. This indicates that there exists no significant main & interaction effect of social maturity and types of school on the academic achievement of IX standard students in social science.

ANOVA – TYPES OF SCHOOL AND SOCIAL MATURITY:

Graph 1: Mean Scores of Academic Achievement of IX standard students with Social Maturity and Types of School

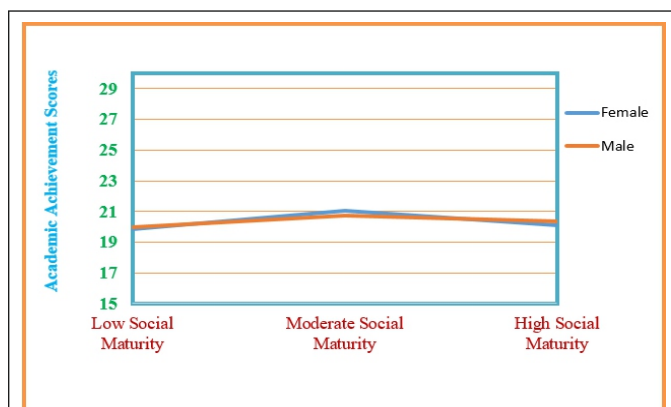
Hypothesis 6: There is no significant main and interaction effect of Social Maturity and Gender on Academic Achievement in social science of IX standard students of Tumkur Educational District – South.

Table 6: Represents the summary of ANOVA of academic achievement in social science of IX standard students with social maturity and gender.

Source of variance	Sum of squares	df	Mean sum of squares	F-value
Social Maturity	113.790	2	56.895	1.159 (NS)
Gender	.059	1	.059	.001 (NS)
Social Maturity and Gender.	9.326	2	4.663	.095 (NS)
Error	29147.863	594	49.070	

Analysis of variance of Academic Achievement in social science of IX standard students with social maturity and gender is indicated in the table 6.

The obtained F-value for the main effect of social maturity and main effect of gender and even interaction effect of social maturity and gender on academic achievement in social science was less than the critical value at 0.05 level of significance for the df 2/594, df 1/594 & df 2/594 respectively. Hence the null hypothesis was accepted. This indicates that there exists no significant main & interaction effect of social maturity and gender on the academic achievement of IX standard students in social science.

ANOVA – GENDER AND SOCIAL MATURITY:

Graph 2: Mean Scores of Academic Achievement of IX standard students with Social Maturity and Gender.

Hypothesis 7: There is no significant main and interaction effect of Types of school and Gender on Academic Achievement in social science of IX standard students of Tumkur Educational District – South

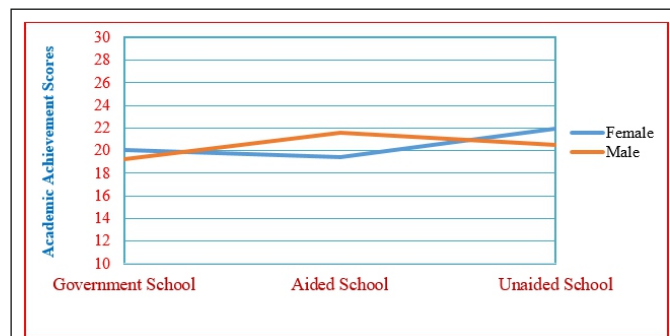
Table 7: Represents the summary of ANOVA of academic achievement in social science of IX standard students with type of school and gender.

Source of variance	Sum of squares	df	Mean sum of squares	F-value
Type of school	235.921	2	117.906	2.444 (NS)
Gender	.377	1	.377	.008 (NS)
Type of school and Gender.	373.842	2	186.921	3.873 (S*)
Error	28671.461	594	48.268	

Analysis of variance of Academic Achievement in social science of IX standard students with type of school and gender is indicated in the table 4.36.

The obtained F-value 2.444 for the main effect of type of school and gender on academic achievement in social science was less than the critical value 3.01 at 0.05 level of significance for the df 2/594 & 1/594 respectively. Hence the null hypothesis was accepted. This indicates that type of school and gender does not have significant main effect on the academic achievement of IX standard students in social science.

The obtained F-value 3.873 for the interaction effect of type of school and gender on academic achievement in social science was more than the Critical values 3.01 at 0.05 level of significance for the df 2/594. Hence the null hypothesis was rejected and the alternative hypothesis was accepted. This means that there exists significant interaction effect of type of school and gender on academic achievement of IX standard students in social science.

ANOVA – TYPES OF SCHOOL AND GENDER:

Graph 3: Mean Scores of Academic Achievement of IX standard students with Types of School and Gender.

FINDINGS & CONCLUSION OF THE STUDY:

Following were the findings and conclusions of the study:

The analysis of data by adopting the Pearson's product moment correlation reveals that, There exists no significant correlation between Social Maturity and Academic Achievement in social science of IX standard students of Tumkur Educational District – South. And the t-test reveals that there was no significant difference in the academic achievement in social science of IX standard students with low, moderate and high social maturity. Hence it can be concluded that social maturity has no significant effect on the Academic Achievement in Social science of IX standard students of Tumkur Educational District- south. Even the t-test reveals that there was no significant difference in the academic achievement in social science of IX standard students studying in government and aided schools, aided and unaided schools. But there exist significant difference in the academic achievement of IX standard students studying in government and unaided schools. Hence by observing the mean value it can be concluded that the students studying in unaided schools are better in Academic Achievement in Social science than the students studying in government schools. It was also found from the t-test that there was no significant difference in the Academic Achievement in Social science of boys and girls studying in IX standard of Tumkur educational district- south. Hence the gender do not have any effect on the Academic Achievement in Social science of IX standard students of Tumkur Educational District- south.

The findings and conclusions drawn on the basis of analysis of data by the statistical technique two-way ANOVA is as follows:

ANOVA for social maturity and types of school reveals that there was no significant main and interaction of social maturity and types of school upon academic achievement in Social science of IX standard students of Tumkur Educational District- south.

ANOVA for social maturity and gender reveals that there was no significant main and interaction of social maturity and gender upon academic achievement in Social science of IX standard students of Tumkur Educational District- south.

ANOVA for types of school and gender reveals that there was no significant main effect of neither types of school nor gender upon academic achievement in Social science but there exist interaction effect of types of school and gender upon academic achievement in Social science of IX standard students of Tumkur Educational District- south.

EDUCATIONAL IMPLICATIONS:

Based on the above findings and conclusions the educational implications are presented below.

- Individual attention should be given to the students.
- Teachers should be given inservice training for their implementation in their everyday teaching.
- Students regularity should be viewed strictly.
- Attractive infrastructural facilities should be provided.
- Regularly conducting parent-teachers meeting.
- Incentives should be given for the teachers with great success.
- Facilities related to Library and laboratory should be extended for the students benefits.
- Co-curricular activities should also be given due weightage.

DELIMITATIONS OF THE STUDY:

The present study has certain limitations which may be stated as follows:

1. The study confines only to the sample drawn from Tumkur Educational District-south.
2. The study was restricted only to the IX standard students of Tumkur Educational District.
3. The sample was limited to only 600 students.
4. The sample was selected only from the schools following state government syllabus.
5. Academic achievement alone was taken as dependent variable.
6. Academic achievement in social science alone was considered for the study.
7. Social maturity is the only independent variables of the study.
8. Only types of school and gender were taken as moderator variables.
9. The researcher has analysed the data only by adopting the statistical techniques like Pearson's product moment correlation, t-test and ANOVA.

SUGGESTIONS FOR FURTHER STUDY:

In view of the delimitations, the following suggestions were offered for the further study.

1. The study may also be extended to the students studying in the schools having central syllabus.
2. The effect of certain other variables such as birth ordinal position of the students, their parents educational level, socio-economic status, the locality (urban or rural), their emotional maturity which are also highly influential in the areas of academic achievement can also be considered to arrive at more conclusive findings..
3. Other statistical techniques like factor analysis, regression, path analysis may be adopted for further research.